

	Year	5	Topic	Animals, including humans
	<ul style="list-style-type: none"> Describe the changes as humans develop to old age. 			

Prior learning	Future learning
<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans) 	<ul style="list-style-type: none"> Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta. (KS3)

WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE	
Show understanding of a concept using scientific vocabulary correctly	
Key learning	Possible evidence
<p>When babies are young, they grow rapidly. They are very dependent on their parents. As they develop, they learn many skills. At puberty, a child's body changes and develops primary and secondary sexual characteristics. This enables the adult to reproduce.</p> <p>This needs to be taught alongside PSHE. The new statutory requirements for relationships and health education can be found below:</p> <ul style="list-style-type: none"> statutory guidance on Physical health and mental wellbeing (primary and secondary). <p>Other useful guidance includes:</p> <ul style="list-style-type: none"> Joint briefing on teaching about puberty in KS2 from PHSE Association and Association for Science Education Briefing on humans development and reproduction in the Primary Curriculum from PHSE Association and Association for Science Education. 	<ul style="list-style-type: none"> Can explain the changes that takes place in boys and girls during puberty Can explain how a baby changes physically as it grows, and also what it is able to do

Key vocabulary	
Puberty – the vocabulary to describe sexual characteristics	
Common misconceptions	
Some children may think: <ul style="list-style-type: none"> • a baby grows in a mother’s tummy • a baby is “made”. 	
Apply knowledge in familiar related contexts, including a range of enquiries	
Activities	Possible evidence
This unit is likely to be taught through direct instruction due to its sensitive nature, although children can carry out a research enquiry by asking an expert e.g. school nurse to provide answers to questions that have been filtered by the teacher.	<ul style="list-style-type: none"> • Can present information about the changes occurring during puberty as an information leaflet for other Y5 children or answers to ‘problem page questions’

Working scientifically

Year 5 Animals including humans
Classifying
<ul style="list-style-type: none"> • Not relevant
Observing over time
<ul style="list-style-type: none"> • Not relevant
Pattern seeking
<ul style="list-style-type: none"> • Not relevant
Comparative/Fair testing
<ul style="list-style-type: none"> • Not relevant
<p>Researching: Children independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry.</p> <p>Given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. They choose a type of enquiry to carry out and justify their choice. They recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</p> <p>The children select from a range of practical resources to gather evidence to answer their questions. They carry out fair tests, recognising and controlling variables. They decide what observations or measurements to make over time and for how long. They look for patterns and relationships using a suitable sample.</p> <ul style="list-style-type: none"> • Develop questions to ask an expert e.g. a health visitor, doctor or nurse. (Questions will need to be filtered by the teacher.)

